

Pupil Premium Evaluation Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils in 2024-2025.

It outlines our pupil premium strategy, how the money was spent during the academic year 2024-2025 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Vaughan Primary School
Number of pupils in school	669
Proportion (%) of pupil premium eligible pupils	17% (107 pupils) (excluding nursery)
Academic years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2025
Statement authorised by	
Pupil Premium Lead	Katy Hinson (Assistant Head Teacher – Inclusion)
Governor Lead	Juz Paice

Funding overview for 2024 - 2025

Detail	Amount
Pupil premium funding allocation	£167940.00
Covid Recovery premium funding allocation	£4060.00
Pupil premium funding carried forward from previous years	£0
Total budget	£172,000.00

Part A: Pupil premium strategy plan

Statement of intent

Vaughan Primary School's over-arching aim is "to prepare our children for a happy future." We aim to achieve this by providing purposeful opportunities for life-long learning through a passionate team and an enabling environment. This is our ambition for all pupils, including those who are disadvantaged.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In doing this, we will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges in September 2024

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This impacts upon reading attainment at the end of KS2.</p> <p>In 2024, At the end of KS2, 94.4% of non-disadvantaged pupils achieved the expected standard in comparison with 76.5% of disadvantaged pupils. Attainment for disadvantaged pupils has increased in since 2023.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>In 2024, 91.7% of non-disadvantaged pupils passed the phonics screening test in comparison with 88.6% of disadvantaged pupils. Attainment for disadvantaged pupils has increased since 2023</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class the majority of our disadvantaged pupils arrive below age-related expectations in all areas compared to our non-disadvantaged pupils. This gap remains steady to the end of KS2.</p> <p>In 2024, at the end of KS2, 88.9% of non-disadvantaged pupils reached the expected standard in maths, compared with 52.9% of disadvantaged pupils. Attainment has gone down for</p>

	both disadvantaged and non-disadvantaged pupils since 2023.
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a range of other societal factors, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.</p>
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, further exacerbated by the legacy of the COVID-19 pandemic, other societal factors and the cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over some time indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Improving attendance is also a whole-school priority area.</p> <p>During 2023-2024, overall attendance for all pupils was 95.4%. For disadvantaged pupils it was 94.8%. Figures for both disadvantaged and non-disadvantaged pupils have increased since 2022-2023 (94.1% for all pupils and 93.6% for disadvantaged pupils). Whilst absenteeism impacts upon pupil progress and attainment for all pupils, our assessments and observations indicate that this is even more negatively impacting upon disadvantaged pupils' progress. Persistence absenteeism during the year has been higher for disadvantaged pupils than it has been for non-disadvantaged pupils (13.35% for all pupils and 13.85% for disadvantaged pupils).</p>
7	
8	
9	
10	

Intended Outcomes from the September 2024 Plan

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/2026 show that more than 80% of disadvantaged pupils meet the expected standard (a 3% increase each academic year. KS1 reading outcomes in 2025/2026 show that more than 86% of disadvantaged pupils meet the expected standard (a 5% increase over 3 years.)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/2025 show that more than 85% of disadvantaged pupils meet the expected standard (a 10% increase over 3 years.) KS1 maths outcomes in 2025/2026 show that more than 81% of disadvantaged pupils meet the expected standard (a 10% increase over 3 years.)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/2026 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Survey results from emotional regulation/zones of regulation work • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/2026 demonstrated by a reduction in the amount of unauthorised absence and persistent absence, as well as a narrowing of the gap between disadvantaged and non-disadvantaged pupils in these areas. <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 0.5% and the unauthorised attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by

0.1%. (This is currently 0.5% for non-disadvantaged pupils and 1.2% for disadvantaged pupils.)

- the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 12%. The current figures are 15% of non-disadvantaged pupils are persistently absence and 21% of disadvantaged pupils are persistently absent.

Activity During 2024-2025

This details how we spent our pupil premium (and Covid recovery premium funding) to address the challenges listed above.

Teaching

Budgeted cost: £87,304.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Pupil Premium pupils achieve good or better progress and reach their predicted outcomes, narrowing the gap between the attainment of those who are disadvantaged and those who are non-disadvantaged.	Use of Arbor to identify gaps in learning to inform planning and interventions IEPs assessed and reviewed Differentiated lesson plans – work in books and homework Interventions created and monitored on arbor Planning and book scrutinies Booster provision	1, 2, 3, 4
Deploy support staff effectively to maximise the progress and attainment of pupil premium pupils	Higher number of TAs providing Maths and English support in ability sets across the school particularly for Pupil Premium children – cost: £37,614 Pupil premium champion TAs to work exclusively with pupil premium pupils across the school – cost: £11,442.40	1,2,3,4
Improve reading and writing across the school	Daily reading – embedding of Reading Roots and Fine motor skills interventions – cost: £16,134.10 Planning and book scrutinies Lesson observations and learning walks Subject leader work and training for all staff	1,4

	Booster provision for year 6 pupils – cost: £2065.03	
Further embed new phonics scheme of work (twinkl)	Daily phonics sessions including interventions – cost: £16,134.10 Lesson plans and observations Learning walks Resources used Subject leader work and training for all staff	2
In EYFS, provide structured home support	Use of Evidence Me Software (Online learning journey) Parent meetings Regular information sent to parents/support given where needed	1,2,3
Continue to embed Maths Mastery skills	Lesson plans and observations Learning walks Resources used Planning and book scrutinies Attendance at Maths Mastery CPD Booster provision for year 6 pupils – cost: £2065.03	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Emotional regulation training for all staff Zones of regulation introduced into all classrooms Behaviour plans and ABC charts to be implemented for some pupils Bespoke behaviour systems introduced for some pupils (e.g. individual reward charts etc.) Review of behaviour policy/consultation. Parent information sessions.	5

Targeted academic support

Budgeted cost: £37,304.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champions (in each phase) to provide targeted support	<p style="text-align: center;">IEPs</p> <p style="text-align: center;">Half Termly Meetings with AHT for Inclusion with pupil premium champions - £633.68</p> <p style="text-align: center;">Progress and attainment data on arbor</p> <p style="text-align: center;">PP Champions timetables - £11,442.00 (accounted for in previous section)</p>	1,4
Provide specific interventions in reading, writing and maths, which target gaps in learning	<p>Year 6 Boosters- £2065.03 (accounted for in previous section.)</p> <p>Use of Arbor to identify gaps in learning to inform planning and interventions</p> <p>Interventions on Arbor- regularly reviewed and assessed</p> <p>Personalised learning and resources</p> <p>Use of various interventions such as Toe-by-Toe. - £16,288.94</p> <p>Trained TAs to provide speech and language interventions -£2748</p> <p>Daily Reading for all PP children in EYFS</p> <p>Half-Termly Meetings with AHT for inclusion with DHT and class teachers to look at progress for SEND and pupil premium pupils - £1,345.83</p>	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>Daily phonics sessions</p> <p>Interventions to support pupils who did not pass the Year 1 Phonics Test - £16,288.94</p>	2
Provide additional reading support for PP pupils in UKS2	<p>Weekly peer to peer reading in conjunction with Harrow Boys School</p> <p>Pupil Premium Champion TAs to provide additional reading support - £11,442.40 (already accounted for in previous section.)</p> <p>Booster reading support</p>	2

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £65,331.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce the new sensory room and implement a timetable of support for targeted pupils	Timetable Training for support staff and teachers on how to use the room Cost of implementation and maintenance Liaison with ASD advisory team (50% cost of SLA) - £2500 Training on sensory profiles and sensory circuits	5
Provide targeted SEMH support from the Pastoral Team	Provide targeted SEMH support from the Pastoral Team Learning Mentor and CBT Counsellor timetables working with disadvantaged pupils - £24,384 Whole class Mindfulness sessions Assemblies Social communication interventions - £16,228.94 Participation in the EPlays pilot (social comms intervention) Sensory room timetable Emotional regulation/zone of regulation work Behaviour policy review and consultation	5
Provide specialist ASD Teacher to work with ASD pupils (without an EHCP)	Provide specialist ASD Teacher to work with ASD pupils with or without an EHCP (See cost above.) Support and training provided to staff who work with these pupils (particularly around	3,4

	<p>sensory profiles and the use of the sensory room.) – £1000</p> <p>'Different Minds' assembly for Years 4 and 6 (neurodiversity awareness)</p> <p>Inclusion week – promotion of neurodiversity and other diversity/disability – March 2025</p>	
Provide ongoing staff training and CPD	<p>SMHL training and attendance at relevant external INSET - £1000</p> <p>Staff INSET</p> <p>Behaviour policy and emotional regulation training and consultation</p>	5
Provide support to families re: attendance and persistent absenteeism	<p>Weekly meetings between SBL and Attendance Officer - £2396.40</p> <p>Attendance Contracts</p> <p>Early Support referrals</p>	5
Provide and signpost wider support to families as needed.	<p>DHT and AHT for inclusion to work with early help team to learn about local offer - £889.28</p> <p>Continued liaison with early help school contact</p> <p>Parent workshops and signposting where appropriate</p> <p>Safeguarding meetings and parent information sessions led by school</p> <p>School to host information sessions/workshops where appropriate led by early help team</p>	5
Provide enrichment activities and school trips	<p>50% reduction on the cost of school trips and residential visits</p> <p>School to support with the cost of enrichment and extra-</p>	5

	curricular activities for some disadvantaged pupils Total Cost: £10,300	
Provide a set of school uniform	School uniform to be provided for all pupil premium pupils Cost: £7,292.40	5
Provide free breakfast club places for disadvantaged pupils who need them.	Free breakfast club places to be provided for disadvantaged pupils where there are concerns about attendance/punctuality. Cost: £9,640.80	6

Total budgeted cost: £172,000.00

Maximum Total overall cost: £189,940.94

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The national statutory tests were carried out in Year 6 and 84.4% of all pupils achieved the expected standard in reading, writing and maths. In reading, our pupil premium pupils out-performed our non-pupil premium pupils – 94.1% meeting the expected standard versus 90.4% of non-pupil premium pupils. In maths, our non-pupil premium pupils out-performed our pupil premium pupils – 82.4% of pupil premium pupils meeting the expected standard versus 91.8% of non-pupil premium pupils. In writing, our non-pupil premium pupils out-performed our pupil premium pupils – 90.4% of non-pupil premium pupils meeting the expected standard versus 88.2% of pupil premium pupils. This suggests that maths is our main area for development in the academic year 2025-2026.

At the end of reception, 73.3% of pupils achieved a good level of development. This was 74.4% of non-pupil premium pupils versus 62.5% of pupil premium pupils. Whilst the reading and phonics interventions had positive impact, more time is needed to see greater progress and some pupils reaching expected levels.

At the end of year 1, 89% of our pupils met the phonics screening test standard. Our pupil premium pupils out-performed our non-pupil premium pupils – 91.7% of pupil premium pupils meeting the expected standard versus 88.6% of non-pupil premium pupils. This suggests that the additional phonics and reading support is making a positive impact upon outcomes.

Our internal assessments during 2024/2025 suggested that the performance of disadvantaged pupils was in line with previous years in key areas of the curriculum. Gaps in learning were planned for and addressed through high quality teaching and interventions where necessary. A new curriculum and new assessment systems has been embedded during the year and so will continue to monitor how the disadvantaged cohort respond to this.

Overall attendance in 2024/2025 was 95.2% all pupils and 93.9% for disadvantaged pupils. Absence among disadvantaged pupils was higher than their peers and so was persistent absence. Several families also took more holidays and extended holidays which are not authorised by the school. There were also a number of childhood illnesses which affected attendance for prolonged periods, which is why attendance is a focus of our plan. The gap between disadvantaged and non-disadvantaged pupils has

narrowed during the year and there has been positive impact of further intensive work with families and the issuing of attendance contracts, However, the gap still exists.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health was impacted particularly for disadvantaged pupils (when looking at safeguarding data and the interventions provided from the therapeutic team.) The input for disadvantaged SEND pupils from external professionals such as the ASD Advisor, EP, SALT and OT was also proportionally greater than for non-disadvantaged SEND pupils. The number of children with EHCPs who pupil are also premium eligible is significant. We also used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continued to build upon that approach as we move forwards with our strategy plan.